



**English Language Arts
Grade 3
Fall 2006
Response to the
Paired Reading Selections
Released Item #22
Scoring Guide**



1B: RESPONSE TO THE PAIRED READING SELECTIONS

DIRECTIONS:

Think about *both* of the selections in Part 1A as you answer the following question. You may look back at the selections as often as needed.

22 Do the children feel good or bad at the end of the stories? Why?

Explain your answer using specific details and examples from *both* "The Hill" and "Iris and Walter Are Friends." Be sure to show how the two selections are alike or connected.

Use the checklist on the next page to help you with your response.

Your response must be written in the lined spaces on pages 17 and 18. Only the writing on the two lined pages will be scored. No additional sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

PART 1B: CHECKLIST FOR THE RESPONSE TO THE PAIRED READING SELECTIONS

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces on pages 17 and 18.

CHECKLIST:

- _____ Do I take a position and clearly answer the question I was asked?
- _____ Do I support my answer with specific examples and details from *both* reading selections?
- _____ Do I show how the two reading selections are alike or connected?
- _____ Is my response complete?

Michigan Educational Assessment Program

Rubric for the Response to the Paired Reading Selections

Grades 3–8

Here is an explanation of what scorers think about as they score this writing:

- 6** The student clearly and effectively chooses key or important ideas from each reading selection to support a position on the question and to make a clear connection between the reading selections. The position and connection are thoroughly developed with appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.
- 5** The student makes meaningful use of key ideas from each reading selection to support a position on the question and to make a clear connection between the reading selections. The position and connection are well developed with appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The student makes adequate use of ideas from each reading selection to support a position on the question and to make a connection between the reading selections. The position and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.
- 3** The student takes a clear position on the question. The response makes adequate use of ideas from one reading selection **or** partially successful use of ideas from both reading selections to support the position. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial understanding of the reading. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.
- 2** The student takes a clear position on the question. There is partially successful use of ideas from one reading selection **or** minimal use of ideas from both reading selections to support the position. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading. Limited mastery over writing conventions may make the writing difficult to understand.
- 1** The student takes a position on the question but only makes minimal use of ideas from one reading selection **or** the student attempts to support an unclear position with minimal use of ideas from both reading selections. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading. Lack of mastery over writing conventions may make the writing difficult to understand.

Condition codes for unratable papers (zeroes):

A – Off Topic

B – Written in a Language other than English or Illegible

C – Blank or Refusal to Respond

D – Retells or references the reading selections with no connection to the scenario question or theme

E – Responds to the scenario question with no reference to either of the reading selections

Anchor Paper 1

At first on the hill the littel brother is very scared and said that he would never ever be abaled to go to the top of the hill like his sister could. In Iris and Walter are friends + iris can't get Rain over to feed her untill that fine day came and she got to feed and ride her over and throw.

Anchor Paper 1
Score Point D

This response basically retells events from both reading selections with no position or connection to the prompt.

Anchor Paper 2

kids at the end of
the story they feel
good!!s becuse they did
some thing good.

Anchor Paper 2
Score Point E

The student takes a position but fails to provide any creditable support or make a connection between the reading selections. The attempted support (*“becase they did someting good”*) is too vague and could be given without reading the selections.

Anchor Paper 3

yes they felt good. I decide becuse they like
horsese.

Anchor Paper 3 Score Point 1

The student takes a clear position and supports it with a minimal detail from one reading selection, Iris and Walter Are Friends (“because they like horsese”). There is no evidence that the student read the other selection.

Anchor Paper 4

The childin Fell good
 becass they made it
 up the hill so that
 made them glad and
 if I could make
 it up a hill I
 would be glad to
 so that are glad.

Anchor Paper 4
Score Point 1

The student takes a position (“The childin fell good”) and makes minimal use of ideas from one reading selection, The Hill (“they made it up the hill so that make them glad”). There is no indication that the student read the other selection.

Anchor Paper 5

Ther good because They Are
glad because They
got up the hill Buy
Playing a game when
They war Walking up
The hill.

Anchor Paper 5
Score Point 2

The student takes a position (“Ther good”) and supports it with details from one reading selection, The Hill (“. . . because they got up the hill Buy Playing a game when They war walking up The hill.”). This response is a low 2 and demonstrates sufficiently developed support from one selection. There is no mention of the other reading selection.

Anchor Paper 6

The children felt good because the boy took one step at a time and he walked all the way to the top of the hill and he was happy to walk on top of the hill and they enjoyed the view on top of the hill.

Anchor Paper 6**Score Point 2**

The student takes a position ("*The children felt good*") and makes partially successful use of ideas from one reading selection, The Hill. There is no evidence that the student read the other selection.

Anchor Paper 7

They felt good at the end
because they got to the top
the hill.
Iris and walter felt good
at the end because they got
to rid the horse.

Anchor Paper 7
Score Point 2

The student takes a position (“*They felt good*”) and supports it with minimal details from both reading selections (“*. . . because they got to the top the hill . . . because they got to rid the horse.*”) The student, however, fails to make a connection between the selections.

Anchor Paper 8

Good. this is a example from the hill. Because in the hill it says that he thought that he could not climb the hill. But at the end he did it and he felt good. An example from iris and walter are friends is that at the end iris got to ride rain. And when she got to she thought it was fun. And she felt good

Anchor Paper 8
Score Point 3

The student takes a position ("Good") and makes partially successful use of ideas from both reading selections ("Because in the hill it says that he thought that he could not climb the hill. But at the end he did it.") and ("An example from iris and walter are friends is that at the end iris got to ride rain. And when she got to she thought it was fun"). There is no connection made between the selections.

Anchor Paper 9

I think they felt good at the end of the story. Because Iris finally got to ride the horse. Walter had to teach her how to ride the horse and she gave carrots to rain every day but she still didn't get rain to come every day she gave carrots to rain every day and she still did not come finally she came the next day

Anchor Paper 9
Score Point 3

The student takes a position ("I think they felt good") and supports it with details from one reading selection, Iris and Walter Are Friends. The details in this response demonstrate adequate development for the score point of 3. There is no evidence that the student read the other selection.

Anchor Paper 10

They felt good because they did what they thought they couldn't do. They sat side by side and enjoyed the view from the top of the hill. May I have my turn now? You bet! there both outdoors.

Anchor Paper 10
Score Point 3

The student takes a position (“*They felt good...*”) and continues on in the first sentence to make a connection between the two reading selections (“...because they did what they thought they couldn't do.”) The student clearly supports the position with an example from The Hill (“*The sat side by side and enjoyed the view from the top of the hill.*”). However, the reference to Iris and Walter Are Friends (“*May I have my turn now? You bet!*”) seems random and disconnected and is therefore not creditable. The reference to both being outdoors is also a valid connection.

Anchor Paper 11

On the story, The hill,, I think the children felt good because they (Brother and the Sister) both made it to the top of the hill. The little brother didnt think that he could make it to the top but the sister could prove that he could make it to the top of the hill so the big sister made a step game and both of them Kept on steping intil they mad it to

the top of the hill.

On the story, Iris and Walter are friends, Iris tryed and tryed to ride Rain, (horse) she dosend want any body to ride her, but day after day after day, Iris feed her one carrit and she let you ride her. Iris and Walter took good care of Rain from that day on.

Anchor Paper 11
Score Point 3

For The Hill, the student clearly takes a position ("On the story, The hill, I think the children felt good...") and supports it with ample details from the text. The details from Iris and Walter Are Friends simply retell the story, rather than answering the question that was asked.

Anchor Paper 12

The children feel good at the end of the story. The boy and sister were happy because they got to the top of the hill. Walter and Iris were happy at the end of the story because they got to ride Rain. The two stories had a happy ending.

Anchor Paper 12
Score Point 4

The student takes a position (*"The children feel good"*) and supports it with relevant details from both reading selections. The student also makes a clear connection between the selections. (*"The two stories had a happy ending."*)

Anchor Paper 13

Feel good because in the story
The Hill the brother was proud, that
he got to the top of the hill with
his sister. In the story Iris and Walter
Are Friends, Iris rode rain the
horse and Iris was proud because
rain was fast and wild and
walter was happy for Iris.

Anchor Paper 13
Score Point 4

The student takes a position (*"Feel good"*) and supports it with adequate details from both reading selections. The support provided also connects the two selections. This connection is made through the use of parallel language. (*"... the brother was proud that he got to the top ... and Iris was proud because rain was fast and wild ..."*)

Anchor Paper 14

The children feel good at the end of the stories because in the story the Hill there is a little boy that says he can't climb that hill. Then he and his sister play a game where they have to try to make the deepest footprint in the dirt on the hill. Eventually him and his sister make it to the top of the hill. In the story Iris And Walter are friends Iris wants to ride a horse named Rain but Walter says Iris can not ride Rain. Then eventually Walter lets Iris ride Rain. Iris and Rain went over green meadows down a path of pines, and S,

right into a blue sparkling stream. They are both connected because they are about how brothers and sisters are helpful.

Anchor Paper 14
Score Point 4

The student takes a position (*"The children feel good"*) and supports it with adequate details from both reading selections. The student also makes a clear connection between the selections. (*"... they are about how brothers and sisters are helpful."*) **Note:** The students who referred to the characters in both stories as brother and sister were given credit for the reasonable assumption that Iris and Walter were not only friends, but brother and sister.

Anchor Paper 15

I think that the brother, sister, Iris, and Walter feel good. I think they feel good because it says in "The Hill" at the end of the story "The sister smiled, and her little brother smiled back. In "Iris and Walter Are Friends" it says at the end of the story "Oh Walter!" and she is very happy. Walter is happy because he says "May I have a turn now?" with his eyes sparkling. These stories are connected because all of them are very happy at the end and both of them show that if you are patient good things will happen.

Anchor Paper 15
Score Point 5

In this brief but insightful response, the student uses meaningful details from both reading selections to support his/her position. ("I think they feel good . . . in 'The Hill' at the end of the story 'the sister smiled, and her little brother smiled back. In 'Iris and Walter Are Friends' it says at the end of the story 'Oh Walter!' and she is very happy. Walter is happy because he says 'May I have a turn now?' with his eyes sparkling.") Additionally, the student concludes the response with two valid connections ("...all of them are very happy at the end and both of them show that if you are patient good things will happen").

Anchor Paper 16

Yes I think they felt very good at the end of the story because something joyous happend at the end of each story for example in "The Hill" what was exciting was that the boy got to the top of the Hill and he was almost positive he couldn't do it but anything is possible and in the other story something joyous happend because Iris and Walter fianally got Rain to eat the carrots also because Iris also got to ride Rain over the meadows, down the path of pines and straight into the stream and she said did you see one Walter I used the word joyous to replace very happy I chose yes for my answer because its very simple what's alike about these stories are they are both girl and boy in each story also they acheive something Iris and Walter acheived was

they got Rain to eat and in "The Hill"
what they achieved was he got to
they top of the hill the lesson I learned
from these storys is be patient all
the time because when you take your
time it shows in this very reason
that in these storys they have achieved
what they have done never say you can't
do anything because when you grow up
you might be doing whatever you
said you couldnt do better then
you ever did in your life.

Anchor Paper 16
Score Point 5

The student takes a position and provides several insightfully mature connections between the reading selections. ("... something joyous happend at the end of each story . . . they are both girl and boy in each story also they acheive something . . . the lesson I learned from theese storys is to be patient all the time . . .") The student also uses meaningful ideas from both selections to support both the position and connections. While the support, connections, and vocabulary are mature, additional specific text support would be needed for a score of 6.

Anchor Paper 17

The children all felt very happy at the end of the stories. In the story "Iris and Walter," Iris works very hard to catch the horse, Rain's attention and get Rain to get used to and like Iris. In the beginning, Rain doesn't trust Iris and Walter tries very hard to gain Rain's trust. Iris tries giving the horse a carrot, and finally, one warm spring day, Rain slowly walks over to Iris and she is able to accomplish her goal to ride Rain. In the end, Iris felt very happy because after a lot of hard work, her goal was accomplished. In the story "The Hill," the sister's little brother doesn't think he'll be

able to climb to the top of the hill. His big sister cares about him very much and decides to play a game to help her brother climb to the top of the hill. They make footprints in the dirt and try to make deeper prints than each other. Finally, they make it to the top of the hill and the sister's little brother is overjoyed. At the end of both stories the children are very happy because they never gave up until they accomplished their goal!

Anchor Paper 17
Score Point 6

The student chooses key ideas and examples from both texts (*"In the end, Iris felt very happy because after a lot of hard work, her goal was accomplished. . . . Finally, they make it to the top of the hill and the sister's little brother is overjoyed."*) to thoroughly support the position (*"The children all felt very happy at the end of the stories."*). The response makes an insightful connection between the two reading texts. (*"At the end of both stories the children are very happy because they never gave up until they accomplished their goal!"*) There are strong relationships among ideas.